## ESF Viewing and Presenting Scope and Sequence

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<th>Use of Texts</th>
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### Notes:
- = IB Language Scope and Sequence
- = First Steps Indicators

Reference is made to the New Zealand Language Curriculum

### Use of Texts

<table>
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<tr>
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<th>Phase 2</th>
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<tr>
<td><strong>K1</strong></td>
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<tr>
<td>Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</td>
<td>Make meaning from personally significant multi-modal texts, e.g. picture books, catalogues and TV programs</td>
<td>Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve</td>
<td>Understand that the elements of all visual texts are deliberately constructed to produce meaning for specific purposes</td>
<td>Interpret visual cues in order to analyse and make inferences about the intention of the message</td>
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<tr>
<td>Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages</td>
<td>Make use of images to ‘read’ simple picture books and signs</td>
<td>Realise that text and illustrations in reference materials work together to convey information and explain how this enhances understanding</td>
<td>Tell how the words and pictures work together to convey a particular message, e.g. discuss a newspaper report</td>
<td>Examine overt and subliminal messages</td>
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<td>Produce simple multimodal texts, e.g. draw using a paint package, tell a story using an app</td>
<td>Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products</td>
<td>Make meaning from a small range of multi-modal texts by using images and print and identifying key events and supporting details</td>
<td>Make meaning from a range of multi-modal texts by integrating knowledge of the semiotic systems, e.g. linguistic, gestural, audio</td>
<td>Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response</td>
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<td>- Discuss favourite aspects of multimodal texts and identify features that appeal to them</td>
<td>- Make predictions based on both images and print</td>
<td>- Make meaning from the information being conveyed</td>
<td>- Discuss and justify own interpretation of a text, referring to text details and their own knowledge and experience</td>
<td>- Recognise interrelationships of images, photographs, diagrams, illustrations and written text in constructing meanings</td>
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<td>- Make simple inferences from information and images in texts</td>
<td>- Make use of images to support the construction of meaning, e.g. verify predictions made from print</td>
<td>- Identify key events and support details from information that is closely related in text</td>
<td>- Discuss interpretation of visual texts with attention to main ideas and supporting details</td>
<td>- Use extensive metalanguage to describe how texts work to position viewer</td>
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<td>- Draw on a number of sources including their own knowledge of world events to support explanations</td>
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<td>- Interpret texts that raise social issues and examine attitudes, concerns and underlying issues</td>
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<td>- Identify key events and support details from information that is closely related in text</td>
<td>- Make meaning from a range of multi-modal texts by integrating knowledge of the semiotic systems, e.g. linguistic, gestural, audio</td>
<td>- Discuss abstract concepts and recognise that these are not natural but are constructed, e.g. gender roles</td>
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### Phase 2

- **Exploratory**

1. **K1**
   - Show their understanding that visual messages influence our behaviour
   - Discuss the contribution of multimodal texts and identify features that appeal to them
   - Make predictions based on both images and print
   - Make simple inferences from information and images in texts
   - Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products

2. **K2**
   - Make meaning from personally significant multi-modal texts, e.g. picture books, catalogues and TV programs
   - Make use of images to ‘read’ simple picture books and signs
   - Produce simple multimodal texts, e.g. draw using a paint package, tell a story using an app

### Phase 3

- **Consolidating**

1. **K3**
   - Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve
   - Realise that text and illustrations in reference materials work together to convey information and explain how this enhances understanding
   - Make meaning from a range of multi-modal texts by integrating knowledge of the semiotic systems, e.g. linguistic, gestural, audio
   - Use knowledge of the way images are constructed to discuss the interpretation of a text, e.g. camera shots, demands, offers, vectors and image framing
   - Discuss interpretations of visual texts with attention to main ideas and supporting details
   - Identify and discuss links between print information and visual images

2. **K4**
   - Understand that the elements of all visual texts are deliberately constructed to produce meaning for specific purposes
   - Make meaning from a range of multi-modal texts by integrating a broader knowledge of semiotic systems, e.g. spatial and visual
   - Discuss and justify own interpretation of a text, referring to text details and their own knowledge and experience
   - Discuss interpretation of visual texts with attention to main ideas and supporting details
   - Identify and discuss links between print information and visual images

3. **K5**
   - Interpret visual cues in order to analyse and make inferences about the intention of the message
   - Tell how the words and pictures work together to convey a particular message, e.g. discuss a newspaper report
   - Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response
   - Recognise interrelationships of images, photographs, diagrams, illustrations and written text in constructing meanings

### Phase 4

- **Beyond Year 6**

1. **K6**
   - Use extensive metalanguage to describe how texts work to position viewer
   - Draw on a number of sources including their own knowledge of world events to support explanations
   - Interpret texts that raise social issues and examine attitudes, concerns and underlying issues
   - Discuss abstract concepts and recognise that these are not natural but are constructed, e.g. gender roles
### Contextual Understanding

#### Ongoing Development

- Recognise common signs and symbols used in the environment, e.g. stop signs, exit signs
- State purpose or audience for own multimodal texts, e.g. I have made this e-card for Nana
- Observe visual cues that indicate context; show understanding by matching pictures with context

#### K1

- Make personal connections to visual texts, for example, a picture book about children making friends in a new situation
- Attend to visual information showing understanding through discussion, role play and illustrations
  - Select appropriate multimodal texts for a small range of purposes
  - Recognise that texts represent real or imaginary experiences
  - Make connections between own experiences and ideas and information in texts

#### K2

- Express personal views about characters or people in different media texts

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<th>Ongoing Development</th>
<th>K1</th>
<th>Contextual Understanding</th>
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| - Make links to own experiences when viewing a visual text  
  - Recognise familiar signs, labels and logos, e.g. pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences  
  - Attend to visual information showing understanding through discussion, role play and illustrations  
  - Select appropriate multimodal texts for a small range of purposes  
  - Recognise that texts represent real or imaginary experiences  
  - Make connections between own experiences and ideas and information in texts | Make personal connections to visual texts, for example, a picture book about children making friends in a new situation | Make personal connections to visual texts, for example, a picture book about children making friends in a new situation |
| - Discuss personal experiences that connect with visual images  
  - Discuss their own feelings in response to visual messages; show empathy for the way others might feel  
  - Link familiar signs and symbols in the environment with a function, e.g. email, letter, poster, video game and picture book  
  - Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes  
  - Relate to different contexts presented in visual texts according to their own experiences, e.g. “That looks like my uncle’s farm.”  
  - View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, e.g. the picture book version and the film/movie version of a story  
  - Connect visual information with their own experiences to construct their own meaning, e.g. when taking a trip | Attend to visual information showing understanding through discussion, role play and illustrations  
  - Select appropriate multimodal texts for a small range of purposes  
  - Recognise that texts represent real or imaginary experiences  
  - Make connections between own experiences and ideas and information in texts | Attend to visual information showing understanding through discussion, role play and illustrations  
  - Select appropriate multimodal texts for a small range of purposes  
  - Recognise that texts represent real or imaginary experiences  
  - Make connections between own experiences and ideas and information in texts |
| - Describe personal reactions to visual messages; reflect on why others may perceive the images differently  
  - Identify the intended audience and purpose of a visual presentation  
  - Appreciate and describe why particular formats are selected to achieve particular effects in a range of different language formats  
  - Recognise and name familiar visual texts and explain why they are or are not effective, e.g. advertising, logos, labels, signs, billboards  
  - Discuss alternatives about how characters, people, events and ideas are represented  
  - Identify stereotypes in visual texts  
  - Use knowledge of the way images are constructed to justify their interpretation of a text, e.g. camera shots and image framing | - Realise that individuals interpret visual information according to their personal experiences and different perspectives  
  - Recognise the effects of language forms such as technical words in visual texts and the possible impact on viewers  
  - Recognise that audiences make their own interpretation of texts dependent on personal experience  
  - Explain how the elements of a multimodal text have been selected to produce meaning for a specific purpose  
  - Realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience  
  - Understand and explain how visual effects can be used to reflect a particular context  
  - Analyse and interpret the ways in which visual effects are used to establish context | - Recognise that a particular concept may reflect one view of the world and that other interpretations are possible  
  - Realise that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, e.g. the use of particular colours or symbols  
  - Identify factors that influence personal reactions to visual texts  
  - Design visual texts with the intention of influencing the way people think and feel  
  - Recognise that texts are not neutral  
  - Use devices when attempting to influence viewers, e.g. composition, realistic style | - Understands how purpose shapes the elements of texts  
  - Identify the dominant reading of visual texts and explain how it has been constructed  
  - Identify the values and attitudes inherent in a target audience and question these | - Understands how purpose shapes the elements of texts  
  - Identify the dominant reading of visual texts and explain how it has been constructed  
  - Identify the values and attitudes inherent in a target audience and question these |
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<th>Conventions</th>
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<tr>
<td><strong>K1</strong> Show awareness of some of the codes and conventions of semiotic systems, when making meaning, e.g. colour, shape</td>
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<tr>
<td>Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</td>
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<td>Distinguish written words from visual images</td>
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<tr>
<td><strong>K2</strong> Select and incorporate colours, shapes, symbols and images into visual presentations</td>
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<tr>
<td>Listen to terminology associated with visual texts and understand terms such as colour, shape, size</td>
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- Recognise use of symbols in relation to familiar conventions of semiotic systems |
- Recognise the beginning of some viewed texts through simple cues when making meaning from multimodal texts |
- Identify a sequence of events by using image clues |
- Use simple codes and conventions of the semiotic system when creating multimodal texts |
- Use body language in mime and role play to communicate ideas and feelings visually |

- Realise that shapes, symbols and colours have meaning and include them in presentations |
- Become aware of the use and organisation of visual effects to create a particular impact, e.g. dominant images show what is important in a story |
- Through teacher modelling, become aware of terminology used to tell about visual effects, e.g. features, layout, border, frame |

- Use actions and body language to reinforce and add meaning to oral presentations |
- View visual information and show understanding by asking relevant questions and discussing possible meaning |
- Use appropriate terminology to discuss visual texts, e.g. logos, font, foreground, background, impact |
- Recognise and name familiar visual texts, e.g. advertising, logos, labels, signs, ICT iconography |

- Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters |
- Identify predictable organisational patterns in a range of familiar texts, e.g. television news formats |
- Discuss and explain visual images and effects using appropriate terminology, e.g. image, symbol, graphics, balance, techniques, composition |
- Recognise codes and conventions of the semiotic system when producing multimodal texts |

- Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects |
- Show how body language, e.g. facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning |
- Explain similarities and differences of multimodal texts such as purpose, organisation and structure |
- Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, e.g. mood, media, juxtaposition, proportion |

- Recognise and discuss the purpose of organisational elements of different text types and how these frame meaning |
- Design printed and digital texts using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved |
- Recognise and discuss the purpose of organizational elements of different text types and how these frame meaning |
- Use codes and conventions of the semiotic system when producing multimodal texts |
- Explain how symbolic, written, audio and technical codes work to create meaning, e.g. the colour white to suggest purity, dissolve to show time passing |
- Recognise the ways codes and conventions of filmmaking are used to present characters in a positive/negative light |
- Understand that text producers deliberately select codes and conventions for a purpose |
K1
Locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television
Predict what a text might be about using visual cues

K2
Use simple strategies to make meaning from visual texts, e.g. pictorial cues, predicting, connecting

- Use a limited range of strategies for comprehending and producing multimodal text, e.g. inferring and comparing
- Predict plot development based on cause and effect relationships in texts
- Predict future actions of characters

- Recognise ICT iconography and follow prompts to access programs or activate devices
- Make comparisons between texts
- Make connections and confirm predictions using codes and conventions; including the use of colours, shapes, symbols and images
- Begin to use familiar codes and conventions of the semiotic systems to make meaning, e.g. sound effects and colour appearance
- Use a variety of implements to practise and develop handwriting and presentation skills

- View visual information and show understanding by asking relevant questions and discussing possible meaning
- Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles
- Begin to adjust viewing strategies for different purposes, e.g. scan information books for selected topics; look for keys or symbols when viewing a diagram; access relevant information, e.g. use a search engine
- Begin to self-monitor own viewing to maintain continuity of understanding
- Decide how own multimodal text will be planned
- Draw inferences from directly stated information, images and supporting action
- Draw upon a small knowledge base from the semiotic systems when producing multimodal texts, e.g. linguistic and visual

- With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful
- View, respond to and describe visual information, communicating understanding in oral, written and visual form
- Use shapes, colours, symbols, layout and fonts to achieve particular affects and explain how the desired affect is achieved, e.g. design posters and charts
- Select and use strategies appropriate to demands of the text and purpose of viewing, e.g. scanning, browsing
- Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, e.g. facial expressions, speech bubbles, word images to convey sound effects

- Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations
- Analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, e.g. dominant images, use of colour, texture, symbolism
- Make connections and confirm predictions by making strategic use of the cues

- Determine importance when selecting information from numerous sources
- Summarise and synthesise information from a variety of multimodal resources
- Use a range of media including computer and web-based applications to prepare visual presentations individually and in collaboration
- Adjust viewing strategies for different texts and different purposes
- View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- Reflect on ways in which understanding the intention of a visual message can influence personal response

- Make inferences from explicit and implicit information in a range of complex visual texts
- Select and use strategies appropriate to the demands of the text and purpose of viewing, e.g. scanning, summarising and synthesising
- Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
<table>
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<tr>
<th>K1 Shows their own feelings in response to visual presentations, e.g. showing amusement, curiosity, surprise.</th>
<th>Discuss favourite aspects of multimodal texts and identify features that appeal to them</th>
<th>Identify key events and supporting details using images and print</th>
<th>Explain how text and illustrations in reference materials work together</th>
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<td>K2 Presents their ideas in a variety of ways e.g. using a software package, creating a poster, singing a song, writing.</td>
<td>Discuss images, commenting on the information being conveyed, e.g. illustrations and diagrams</td>
<td>Identify the intended audience and purpose of a visual presentation</td>
<td>Identify techniques that make visual texts effective</td>
</tr>
<tr>
<td>K1 Makes personal connections to visual texts such as an e-book</td>
<td>Identify and compare familiar signs, labels and logos</td>
<td>Use appropriate terminology to discuss visual texts, e.g. logo, font, foreground</td>
<td>Understand and explain how visual effects can be used to influence the audience</td>
</tr>
<tr>
<td>K2 Expresses personal views about characters or people in different media texts.</td>
<td>Recognise and compare colours, shapes, symbols and images in visual presentations, e.g. road signs</td>
<td>Use a small range of visual techniques to present work, e.g. show understanding of the meaning of some colours, shapes and symbols</td>
<td>Use appropriate terminology to identify a range of visual effects and formats e.g. mood, camera angle, foreground/background</td>
</tr>
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<td>K1 Uses body language to communicate and to convey understanding, e.g. pointing, gesturing, facial expressions</td>
<td>Use icons and links to access programs or activate devices</td>
<td>Show understanding of signs and symbols in everyday life</td>
<td>Critically analyse the impact of visual effects, e.g. lighting, subtitles</td>
</tr>
<tr>
<td>K2 Understands how colours, shape and size can be used in visual presentations, e.g. posters</td>
<td>Use a small range of presentations, i.e. digital, print-based and live</td>
<td>Use a suitable layout to meet the needs of the audience and purpose, e.g. poster design, web pages, product labels</td>
<td>Use a range of media including computer and web-based applications to prepare visual presentations both individually and in collaboration</td>
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<td>K1 Predicts what a text might be about using visual cues.</td>
<td>Realise that shape, symbols and colours have meaning and include them in presentations</td>
<td>Select and use a suitable layout to meet the needs of the audience and purpose, e.g. poster design, web pages, product labels</td>
<td>Make inferences from explicit and implicit information in a range of complex texts</td>
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<td>K2 Uses simple strategies to make meaning from visual texts by using picture cues.</td>
<td>Use a range of visual techniques to present work, e.g. show understanding of the meaning of some colours, shapes and symbols</td>
<td>Navigate the Internet in response to verbal and visual prompts.</td>
<td>Use extensive metalanguage to describe how texts work to position the viewer</td>
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<td>Use ICT to prepare own presentations</td>
<td>Realise that cultural influences affect the way we respond to visual effects and explain how this effects our interpretation, e.g. use of colours and symbols</td>
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<td>Recognise the ways codes are used to present characters in a positive/negative light</td>
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